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A variety of viewpoints concerning potential training programs for day care program administrators are included in this edited transcript of a 1-day conference attended by 30 education and management specialists. During their initial discussion of the role of administrators of day care programs, participants exchange diverse opinions concerning the skills, personal characteristics, educational background, and professional experience necessary for effective day care administration. Discussion of the type and content of future training programs also includes a variety of divergent opinions and recommendations. Participants agree that rapidly expanding day care services for young children necessitate increased attention to the problems of recruiting and training administrative personnel. (JH)

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EDITED TRANSCRIPT

Friday, February 14, 1969

New York, New York

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August 14, 1969

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Lawrence C. Feldman

Lawrence C. Feldman
Executive Director

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Gould Foundation for Children,
109 East 31st Street,
New York, New York,
Friday, February 14, 1969.

The conference convened at 10:35 a.m., pursuant to notice, LAWRENCE FELDMAN, Chairman, presiding.

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P R O C E E D I N G S

CHAIRMAN FELDMAN: I am Larry Feldman, the Director of the Day Care and Child Development Council of America.

I want to welcome you all this morning, and I want to extend our thanks to the Gould Foundation and particularly to Mr. Schuyler Meyer and Mr. Sam Ross, whose efforts have made this meeting possible. The point of departure for this meeting is the fact that all of us anticipate that the field of services for young children is going to expand tremendously in the very near future. This country is probably on the verge of doubling and perhaps tripling the day care services available to young children.

There do not even begin to be the number of trained staff people at all levels and for all of the positions that will be necessary to provide good programs at that rate of expansion.

There has been a lot of discussion of the need and ways of training people who are actually going to be working with children. Some of those discussions have begun to result in training programs. Some first steps have been taken, but to my knowledge, there has not been any serious attempt to look at the administrative problems and the need for training of administrative personnel. The meeting this morning is to brainstorm that problem.

I think that we in the early childhood field want at

this point to begin to look very seriously at problems of administration and where our administrators are going so that all of us who share this concern can have some idea where we might intelligently begin to develop programs that will have a real impact on this problem.

Let us begin today's discussions with introductions. I would like everyone here to take a minute or two to tell us as a group how you come to this problem and what you are now involved in that brings you here today.

MRS. GROSSETT: I am the Executive Director of the New York City Day Care Council, which is a federation of voluntary agencies that together with the New York City Department of Social Services operate 107 day care centers throughout the five boroughs of Greater New York.

The problem of administration is a serious one to us. Our administrators generally come directly from the classroom. They are usually teacher trained personnel, they are usually people who have been superior teachers and for this reason they have been promoted into administration.

We have finally reached the place, especially in view of the nationwide shortage of professionally trained early childhood people where this is no longer an asset to us. Perhaps a different kind of personnel with different training might be needed in administrative positions, rather than removing our early childhood professionals from direct practice

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with the children.

We have recently been working on a career ladder proposal, which contains two positions which may be considered administrative. One is a position for an office administrator, a person with administrative skills, office background, business skills, knowledge of the community, and some training in the running of institutions and institution management.

The other administrative figure is a professional director, but it was our feeling that here focus ought to remain in her professional field, and that is on program development and staff training.

MRS. GILKERSON: Elizabeth Gilkerson from Bank Street College. In the last year I have become extremely interested in trying to design different kinds of day care programs with more imagination and with more adaptation to individual situations. My own experience leads me to feel that the administrator has to be responsible for all the small details of every program and the small details are exactly what makes the program carry through a philosophy. Therefore, I have a problem of who is conceptualizing not only the total program, but who is doing the training for the implementation of the program in its small details.

DR. KLOPF: I am Gordon Klopf. I work at Bank Street. My own personal interest in this whole field has been the area of auxiliary school personnel. We have done some 15

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training projects around the country in the past two or three years and have done some conceptualizing and testing of different career models and also training processes. I am interested in the whole process of adult development and developing of competency in all kinds of adults -- old, young, of all social or economic groups, men and women -- and I have been doing a lot of work in the area of adult training and learning.

MR. GEIER: I am Walter Geier. I am President of the Walter Geier Company and our business is training. Professionally, I have done management and sales training for a great many major companies, and I have also in the last three years developed a volunteer program for training the underprivileged to start and operate their own businesses.

MISS VERNON: Betty Vernon, currently with the Institute for Training and Research in Child Mental Health.

My background of concern about the issues today really stems from my work with the New York City Department of Health, where I was in the Division of Day Care, Day Camps and Institutions. The whole work of the division was around the issue of leadership within early childhood programs. Our responsibility was that of giving consultation for standard raising for groups of all sorts. This includes all of the private nursery schools and early childhood groups attached to all sorts of organizations.

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I agree with Mrs. Grossett about the fact that very often early childhood teachers who are very good doers are not necessarily good administrators. And it may be that one field attracts a certain kind of person who does not necessarily have the skills to transmit the information on a more conceptualized level.

MR. BERMAN: Sam Berman, Child Welfare League of America.

I am Director of the child care worker training project, a New Careers program, to recruit, train and find jobs for 500 hard-core unemployed persons as child care aides.

In another sense, I have been much more involved with institutional child care workers than with day care workers, but our project is tending more in the day care direction.

The League has been very much involved with and concerned about the need for training of executives of all child welfare agencies, and particularly in the last several years it has had a combination of executive-management training, as one of the supplementary methods.

MISS HOSLEY: I am Eleanor Hosley from Cleveland, and I am the Director of the Cleveland Day Nursery Association and also of the new organization for training therapists and teachers.

Our idea is to try to train teachers for leadership. I wish to stress that it is essential that the people who imple-

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ment or have any responsibility for implementation have at least deep conviction. The problem is: how do you get the deep conviction?

I don't think that people necessarily have to be able to be fully trained in early childhood education. We have had administrative assistants who have been very good. We try to attract them from people that at least have an interest in children and want to learn more about them.

One of the things that I am particularly interested in is in what can be done to train people who may not have college degrees -- because I am convinced that the correlation between an academic education and ability to work with children is not very high, although the reverse is not true.

There is a place for a new kind of training, I think, that has less of the sheer intellectual, and more of how you put things into practice.

MR. SAUER: Peter Sauer, Bank Street College. I operate a store front on the Upper West Side and we have been working with community groups to help them get day care centers started.

Their major concern, first of all, is finding space, and then after that, they are interested in community control, more jobs for community people, realistic training programs that are built into career ladders and that is why I am here.

MRS. JESSEN: Mariana Jessen. I am with the Bureau of

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Indian Affairs, which has just started early childhood education programs with kindergartens on reservations.

It seems to me that getting conviction and understanding is really an important matter because each tribe, each reservation is entirely different from the others, and there is much cultural conflict.

MRS. MOORE: I am Winifred Moore and I have been involved for a long time in a great variety of day care programs under various auspices. I am currently working on revision of a book published some years ago, which I co-authored, which has to do with the general idea of day care and learning.

The only point I want to mention at this moment is the concept of the product we are trying to produce, what we are trying to accomplish in all of these programs.

I think there is a management function in business, industry, whatever kind of a program we are in. We have to be more clear about what it is all of us want to achieve -- is it just care of children, or is it the combination of a variety of factors to be considered in early learning and the living process.

MRS. FINBERG: Barbara Finberg, Carnegie Corporation of New York.

We are interested in early learning and in new kinds of quality programs. We are concerned with the variety of inputs that there are in a young child's experiences from

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pediatrician to the persons in day care, to Head Start programs, other kinds of preschool educational programs and then the follow-through after that. We are also concerned with new careers for the poor, the disadvantaged and the ways in which these programs may match.

MISS COONEY: Joan Cooney, Director of Children's Television. I work for a division of NET.

We are an experimental television project which will result in a daily hour-long educational television program for preschool children beginning next fall. The show will be aired on nearly all the TV stations throughout the country, probably twice a day, in most cities.

We have been in the process of getting this information out to day care centers in selected cities. We have found that there is a great deal of interest in day care centers, yet many are not equipped with television and we are going to see about asking TV companies if they will supply some sets at least in certain areas as an experiment to those day care centers which are interested in building a curriculum around our program.

MRS. GINSBERG: Susan Ginsberg. I have been involved in Head Start training for the last few years and I am now directing a new training program out of Bank Street College for the State of New Jersey.

We are using nonprofessional staffs of both teachers

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and aides. We are deeply involved in the problem of how you take a relatively inexperienced person and make a teacher out of him in a very short time. This creates a new role for the director with implications for special training.

MRS. SADIE GINSBERG: I am Sadie Ginsberg of Baltimore.

For many years I taught at the Johns Hopkins University in the early childhood education division and have taught day care and service people in early childhood education for day care. I have helped in Head Start training and more recently, I was involved in helping to structure and staff programs for the community colleges in our area.

DR. STRINER: Herbert Striner, with Upjohn Institute. I am Director of Program Development there and an economist. The Institute is an endowed research institute.

We have been involved in the areas of manpower training, education; one of our staff has focused specifically on the problem of new careers.

DR. FINE: Dr. Sidney Fine.

I have been involved in varous programs having to do with manpower, juvenile delinquency, vocational training, and my major interest is this problem of the increasing demand for people who are less and less available.

We face the same problem, of course, in so many other areas, that perhaps some of the solutions we have found

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in such fields as counseling, manpower administrators, might have some applications to the problems you have here.

MISS MC INVALE: I am currently a student at the Florence Heller School of Social Welfare at Brandeis.

I formerly worked in Mississippi with the Department of Public Welfare, working with day care centers, in a consultative capacity primarily.

Our day care programs have not had either trained teachers, administrators, or any other trained personnel. We haven't had very much luck in having people to train the people to be trained, so that we are used to improvising.

MR. BOWDITCH: Ben Bowditch. I am Executive Vice President of a small company in Boston called SARI, which stands for Social Administration Research Institute, Inc.

This is a small company which was started initially by a group of professors at the Harvard Business School to be in the business of trying to bring to bear the techniques and practices and policies of business management to nonprofit fields.

We have given a series of administrative institutes for executives in various welfare agencies, mostly from New York, although from other areas as well.

We have also been involved in a couple of research projects. I think the one of most interest to this group is that we are currently conducting the evaluation of the experimental KLH, the Child Development Center in Boston, which is

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an industry-related day care center.

DR. BIRCH: Dr. Birch. I teach at the Harvard Business School. I have also been associated with the KLH project. Basically, I am a teacher of administrators.

MRS. PRESTON: I am Debra Preston from the Bureau of Child Development and Parent Education in the State Education Department of New York.

I think I am here more perhaps because of my setting up and coordinating two pilot projects in the training of child care workers, preservice training. I was also Chief Administrator and supervisor of a cottage for highly disturbed children and set up in-service training.

I feel very strongly about the development of personality, because actually the core of whatever we do has to do with human relations, and the ability of people to relate to other people. They can learn all other kinds of things but this is a very difficult thing to teach and maybe cannot be taught. So I am interested in selection, regardless of academic degrees.

DR. CHAMBERS: I am Guinevere Chambers, from Western Psychiatric Institute and Clinic in Pittsburgh. I am chairman of the programs there in child development and child care. In addition to our graduate programs we have, through a grant from NIMH, a program which aims at getting women who have had a minimum of high school education back into school for one

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year of child care training.

MISS CAUMAN: I am Judith Cauman. I am a free-lance consultant in day care and early childhood education and have at one time or another been on the staff of Child Welfare League, Head Start, and so forth in either early childhood education or day care programs.

My main concern is what has been touched on in different ways and that is, how are we going to protect the actual experience that the children have daily? What can be done to protect the children at the same time that you surround them with improved planning, administration, legislation, and so forth?

DR. WOOLFOLK: Mal Woolfolk. At the present time I am serving as the Executive Director for the Neighborhood Board 3, which has a staff of 46 people who are working in Harlem in the areas of education, health, housing, and several other things for our community advancement.

In addition to this, I am associated with Walter Geier in a training program for businessmen, either who are in business or want to expand, or who currently want to get into business.

(Dr. Frank Reissman was not present at the opening of the meeting.)

CHAIRMAN FELDMAN: I would also like to introduce Sam Ross, who is Program Development Specialist for the Gould

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Foundation; Mrs. Therese Lansburgh, who is President of the Day Care and Child Development Council; John Mulholland, who is the Program Development Director of the Council. Miss Dori Lewis is is an observer from the Kettering Foundation.

As I have listened to the comments around the table, there have been a number of themes sounded by a number of people here -- one, the need for commitment to program goals, if not to extensive academic background, for those working in early childhood development; and two, the need for integration of administrative training along with the training of other staff components.

That raises a very basic question, I think, for this group to consider, given the circumstances under which we have convened. Does it make sense to focus on the training of administrative personnel, or the development of separate programs for the training of administrative personnel, as a straight category? Do we have a useful point of discussion here?

I would like to ask Miss Hosley, who is a very experienced person in the field of day care and administration, to start off by reacting to that question.

MISS HOSLEY: I think it makes sense to talk about internal training courses for administrators. Whether they should be entirely separate is another question. But there is no question that the skills of the nursery school teacher and the skills of an administrator are not identical and some

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people who are excellent as educators wouldn't become administrators in a thousand years.

(At this point there was some discussion of the point that the function of teacher and that of administrator often did not reside in the same person. Dr. Klopf suggested that the concept of administrator be defined and its various functions delineated. Miss Gilkerson, while conceding that both teaching and administrative functions were absolutely necessary, doubted that both would usually be found in the same person. Miss Cauman noted that much depends upon the size of the program, to which Mrs. Grossett agreed, adding that there is not enough time for one both to teach and administrate. Furthermore, said Mrs. Grossett, teachers get into administrative programs with absolutely no training for them, no experience, not even a brief orientation course. When Chairman Feldman asked whether then they should discuss the training of teachers as administrators, several replied that this was one possibility, but that perhaps a new approach to the problem should be sought instead.)

DR. STRINER: I have been involved over the last seven or eight years in a number of the so-called New Society or Poverty programs or what have you, where they have been faced with the same relatively sudden expansion in the demand for all sorts of skills, including the administrative skills.

In a number of these programs, what we have done is

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to distinguish between the short-run and the long-run. In the long-run, you can set up your criteria in terms of the optimum sort of person you have in mind and move them up a ladder. With specific skills they become ideal administrators who have all of the background we would look for and superior rapport with everyone on the ladder.

In the short-run, however, this would probably prove to be impossible. I would suggest that probably it might make sense to get an administrator from another field who can put together programs, who can learn other jobs, certain inputs which are the content skills of jobs. There are many 50-year olds retiring from administrative positions, notably from military service, who are extremely capable administrators, and are used to the concept of retraining, continuous retraining and re-education and working with adults. There are a number of sources of these trained administrators, who can quickly adapt themselves to new environments, because what they really are concerned with is administration and retraining -- period. Therefore, I think it might be useful to distinguish what you do over the next, let us say, two, three, four years, and what you do four or five years from now, in terms of having an output of certain kinds of skilled individuals.

(In response to this, Miss Cauman sounded a warning about administrators who might be very successful in keeping

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costs down or pleasing politicians or at some other goal, but who might fail miserably in the primary goal of caring for children and families. In short, a person could be a skillful administrator -- but not of a child care center, if he lacked concern for human relations and child development.)

MRS. GILKERSON: I want to underline the idea of administration as a goal versus child care as a goal. Not all the career development of the women or the men involved in this field is compatible with the care of the young child. And I am afraid we may get caught in these new programs between those two goals if we are not careful.

MRS. MOORE: I think we are facing a very important challenge. There are many people in our field who cannot relate to use of untrained assistants for instance, and are tremendously threatened and concerned about lowering the standards, without seeing the potentials of many adults. This, to me, is a limitation of being highly qualified in a professional field in which you have moved up step by step.

(Several other participants also commented on the fact of some professional people being concerned with too limited goals and not enough concern for the well-being of parents and children on a broad community level.)

DR. STRINER: I think what you are in the middle of is an interesting major shift in the whole picture of this thing we call day care, child care. You may want to ask yourselves

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what will this look like in 10 years. Will it still be a relatively small, perhaps neighborhood center, or will the increased funding which I think is on the way, really mean that you have to change your whole conception of what this thing is that you call a center.

Professional standards and pre-employment criteria which you now have, may need restructuring. You might need to begin to envision what the field will need in the way of people to administer day care programs, and how those needs can be met. An experience in the field of educational counseling shows us that, using the historic criteria of qualifications and the pressure from established professionals, we were unable to meet the demand for enough counselors. As a result of the rigidity of the professional society, the field is now being restructured, a new curriculum is being developed, and new programs are going to be called something other than counseling.

So I am just suggesting that some of these changes in the situation are of such major order of magnitude, unless you begin to think completely anew, you may find yourself members of an archaic group in five years, with a completely new type of organization developing beyond you.

MISS CAUMAN: I couldn't agree more and I think we should not structure a new kind of obsolescent sort of thing. If we decide what ought and ought not to be included in administration and if we decide what can be eliminated and what

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cannot, aren't we creating the obsolescence?

It seems to me the nature of administration is to coordinate, to evaluate, and to organize in order to solve problems in terms of a goal. If we develop a track which precludes and excludes certain elements, we will be making a great mistake. There should be complete flexibility so people who are trained in certain disciplines are able to move into different areas if their abilities or motivations indicate the move is valid.

It is the flexibility and the ability to reorganize the modules that go into administration and into carrying out goals which is the essence of administration, it seems to me.

DR. STRINER: It almost depends on who you are looking at, but I don't know I can agree you have to have this back and forth between the administrator and the actual person working with the children. I don't know that the administrator sets all of these goals and objectives. I would hope not.

I suspect a good administrator is one who is in constant contact with those elements in the program which are closest to what the goals and the objectives have been in the past. With this understanding, he can still adjust to a changing kaleidoscope of organization which requires new steps in terms of budgeting, reallocation of resources, but in conjunction with his resources.

The administrator sees himself as part of a team. He

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has to develop a continuous system of interchange, information, both ways, so that the program people will be aware of what problems he has, so they don't make foolish commitments which can't be lived up to by the administrator.

The administrator has a very complex relationship, sufficiently complex with the numbers that are going to be developing, that to expect him to maintain a sufficient foot in the substantive end, I think, is out of the question. You could perhaps do it years ago but I think you will be able to do it less and less.

I like the parallel system. The administrator has enough to master in the way of skills, enough political people on his back, enough programs he has to be aware of, new programs being produced every day, which infringe, relate to, which he must articulate with, as well as the complex relationships within his own program, so this is his 26-hour-a-day job, just administering.

On the program level, increasingly new inputs are being introduced in nutrition, psychology, interpersonnel relationships, involvement with other organizations, so that the program people themselves have so much to do that for any one of them to consider trying to do administering on the side is like becoming a one-man symphony on the side.

MR. GEIER: In business they separate what they call line and staff, and I think maybe this is what we have. You

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refer to your teachers as your line personnel, and then your administrators as your staff, and up at the top you have an executive who understands the problems of both and acts as a coordinator or liaison or what have you.

It seems to me that the problem is one of training the people who are already there in management skills, whether they are separate administrators or whether they are teachers. As I understand it, there are people who are managing day care centers now. Let's teach them how to be good managers no matter where they come from, by developing a training program in administrative techniques or management techniques.

MR. BOWDITCH: I think that anybody will agree in order to design a training program, you have to know what kinds of skills you are trying to impart, and you ought to have at least some kind of a feel for the kind of people, at least in general, to whom you are trying to impart those skills.

I think that there are two problems that need to be looked at in this rapidly expanding field.

One, are we going to have administrative people who are administrative specialized? If so, that's one kind of training program, that's also one kind of organization and recruiting program.

Or, two, are we going to try to develop a training program which will take promoted professionals or those already within the organization and train them in the skills of manage-

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ment administration. I think that's a very different problem.

MRS. GINSBERG: I think we are going to have to face both of those problems. We have good practitioners who can do an administrative job and could be, without training, quite successful. I think you need to think of using the in-service people with the know-how, and with the feeling for the field first. We should give thought to giving them additional administrative training, so that they can be more useful as trainers of new people. They have both skills, in a way, to use.

MRS. GILKERSON: I would like to suggest, instead of talking about the differences in roles, that what we are looking for is a leadership team whose interaction and skills of coordination are the things we are going to need in centers.

What I would like to suggest is that there ought to be some kind of a training process, through which people can begin to develop cognizant skills of analysis of situations and what needs to be done and what possible functions each can perform. The problems of selection are going to be so great that I visualize some sort of process of orientation whereby people can begin to experiment and disclover for themselves what they can and cannot do.

DR. BIRCH: I am trying to get my finger on what in fact is going to happen. One of the problems is training people to fit an idological model that you wish to happen but won't.

CHAIRMAN FELDMAN: For the purposes of our discussion,

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it is fair to say that political and social trends are such that there is going to be a real need for administrators to manage programs stressing the total child development program philosophy and this is what we have to focus on. The whole development of public resources for day care is clearly moving in that direction.

Let me say that we have in this morning's session let the discussion go pretty much as it will. We have considered a number of global issues. I think it has been very useful in terms of people here beginning to get a feel for the background points of view and concern of other people here.

(Whereupon, at 12:15 p.m., the conference recessed for lunch.)

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AFTERNOON SESSION

CHAIRMAN FELDMAN: Now that we all know one another we can begin to do some real work, because we have now a very short period of time to devise a master plan for the training of administrators of day-care centers.

In order, I hope, to focus the discussion, let me propose in terms of our discussion this morning a relatively specific proposal for training. In order that I will not be put in the position of having to defend it and redefend it, let me say I am doing this only as a departure for discussion and not as a serious proposal for something we would want to do in exactly this way.

Perhaps it would help all of us if I explained just briefly how this conference happened to be called.

We can get some idea from that, perhaps, from what output from it we would like to obtain.

As most of you likely know, the Gould Foundation has, for some time in connection with some of the people here, and some other people from the Harvard Business School, been operating a series of institutes at Andover for child welfare administrators, and had expressed an interest some months ago in providing specific training for day-care administrators within the framework of those institutes.

Now, those institutes have been generally one week intensive affairs, as I understand it, modeled after the method

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of instruction used at the Harvard Business School.

We felt that, rather than just take that as a model and just begin to recruit day-care administrators for it, we need to look at the field just a little more broadly. On the assumption that we are going to witness a tremendous expansion of day-care and that there are going to be a number of people thrust into positions of administrative responsibility who do not have the academic credentials or training normally associated with positions of administrative responsibility, we must ask what kind of training for what kinds of people we might devise.

(Chairman Feldman then suggested that they take the Andover model as a point of departure. Dr. Klopf and Mr. Bowditch felt that this was giving an answer before the problem was defined. Mr. Geier suggested that they first write a job description, so that they would know what they would be training people for.)

DR. KLOPF: There is the program skill of knowing the program and really being very able yourself; knowing how children learn and all of the processes of the average day-care center and staffing.

Then, there is the management aspect, the housekeeping, hiring the cooks, and the budget preparation -- negotiations with the community -- seeing to all the details of management.

Then, there is a third job, which is, I think, a new

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job and that is the new dimension day-care, the whole staff development role.

These three are the functions of the chief administrator in your center. Overall, she is an orchestrating kind of person, no matter what her specific functions are.

If these are the three main functions, then, how do you train for them?

MRS. GILKERSON: And she has to coordinate the services of a lot of different disciplines, all of which take certain kinds of ego strength you do not often see.

DR. BIRCH: This raises a very fundamental issue. If you raise the scale of the operation you are talking about to any kind of a centralized management function, then, what you define as administration no longer holds together very well. There is a function that cuts in as the scale of organization goes up.

(Then followed a rather lengthy discussion of the different set of problems of administration facing small, decentralized centers as compared with larger, centralized ones, as well as the advantages and disadvantages of each. Mrs. Grossett pointed out that they must never lose sight of the fact that a human service program means a daily close-working contact at the local level with the people involved, and that this fact alone limits the size of the operation. On the

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other hand, the supposition is that there will be a great expansion of day-care centers and a corresponding need for administrators on several levels. Thus, there might be a need for training programs on three levels depending upon the size and complexity of your system. Miss Vernon stated that one of the chief concerns is how to preserve the quality of a program while increasing the quantity of service, which is the classic problem facing all organizations. Dr. Striner stated that this is a terrible problem in going from a retail to a wholesale operation. "Your conscience has to be sort of hardened to the fact that you are not doing the job for a large number that you can do with a small number, but you are doing on the average a heck of a better job for the larger number than formerly was being done, because they were not being dealt with at all." He urged that they develop techniques of evaluation of their programs, in order to decide if what has always been done continues to be valid.

Mr. Geier suggested that training on the three levels be done as it is in industry: a program is run for the regional managers, who in turn run it for their district managers, and the latter for their subordinates. It was noted that such training could be given either all at one time or extended over a period of time.

Dr. Striner pointed out that they would have to use people they never would have dreamed of using and break the job

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down for them so that they could learn it. The critique of career development is: you take a job which you think of as being complicated -- and it is complicated -- but you break it down into pieces which can be done by the kinds of people who typically are available. Dr. Striner further suggested that, with a different design, the day-care center could be utilized for dealing not only with the child but with the child as only a part of the problem of the family unit. Employing a systems approach, child care could lead to training adult members of their family for employment.

CHAIRMAN FELDMAN: I would like to try to bring the discussion back to something a little more specific. We were talking about ways of building training programs for people who are going to be the leadership element at the center level. To begin with, perhaps one of the day-care people should delineate the skills necessary and let the management people react in terms of what can be done with them.

In response, it was stated that center leaders would be responsible for such things as: the budget and bookkeeping; food ordering and planning the menu; working with teachers to understand children in depth; selection of staff and their training; site selection and maintenance as a healthy environment; and, above all, administrative skill. In short a center leader performed a combination management and educational function.

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There was a great deal of discussion dealing with whether the role of director of the center -- Dr. Klopf defined this as the leadership role -- could be broken down into administrative tasks and professional service tasks. These two types of tasks are interdependent to a great degree in a day care program.

The unsolved question remains: How do you centralize management and still individualize service? What kinds of training can be developed on each level? Must the director of the center still oversee all of the activities of the center?

MRS. GROSSETT: Let me say now, in New York City, we have 10,000 children under care in 107 centers, and we are as centralized as you can get. Each program component has a central administrative superstructure with which the professional director must cope.

This is exactly the kind of thing we would like to get away from, because we feel that it has hampered our growth and it has dehumanized what is supposed to be a human services program.

MR. BOWDITCH: I do not believe the administration of an agency is something that needs humanization. I think delivery of service must remain a highly human function.

MRS. GROSSETT: That is exactly why we have to concentrate on the training of program people to deliver service on the spot, not superstructure. This is one of the reasons why I

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feel so strongly that administrative responsibilities and staff training should be separated; they should not be the function of one person.

DR. KLOPF: I think we are still a little confused by the differentiation of management relationship to certain aspects of a program.

I think we do not have our terms clear here, because we are mixing administration management and leadership, and budgeting and training of staff, and how you use blocks of learning. These really have to be differentiated a bit.

MISS VERNON: They are all, at this point, being carried by a center director essentially. That is the problem.

MISS GILKERSON: The person in charge of staff selection and developing community relations and training and supporting the staff on the job has to be at a fairly high level in each center, because those skills can't be taken apart and made simple. They really are the essentials of personal relations, and you have to have a fairly high level there.

(Discussion centered around the multi-faceted role of the director of the unit who is responsible for supervising and coordinating all the activities of the center. In view of this, it is extremely difficult to clearly define the parameters of her job.)

MRS. MOORE: Now, you have to know somebody in that center who is responsible for everything, and that is the

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director. This is the kind of thing we are trying to analyze.

These things are very difficult. You can't just have a nice little box and say: "This is the way it is always going to be," because the person we are talking about is the person who is responsible in that spot for anything that comes up. First, let's see all of the kinds of things that are going to hit this person within the first month she is on the job and, certainly, within the first year, and they will change and be different from year to year if anything is happening. Things are always happening.

MR. GEIER: Yes. The keyword in there was the word "responsibility." There is one person in each day-care center who is responsible. If she is going to be responsible, maybe she does not do all of the nitty-gritty jobs, but she does understand them. She must see they are done, and in order to see they are done she must understand them. After she understands them, she may delegate them to somebody else; then, she may make the decision, but she has got to have an understanding. Someone must be responsible, and this is the person we have to train.

DR. STRINER: Unfortunately, because of the normal distribution curve, we find more unit leaders than we care to admit who are thoroughly incompetent, and if you can impose on that sort of an individual a standard which forces him to operate a better center than he would naturally operate, you

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are dealing with the goal you have in mind of dealing with the children more effectively.

When we talk about training, I suspect the first thing you have to do is ask yourself what the job description is. You start with a job description which tells you who are going to wind up training. You are going to train people for that job description. You have to ask yourself what the functions are, and if you are like everybody else, you are going to lump ten thousand things in as the function of the director.

The next thing is the order of priorities: which things must the director do which only the director can do? Which things can he do which he does not have to do, as a matter of fact, and you start taking things away from the director so he can do the few things he must do as well as he is supposed to be doing them. He really can't take the time to do these other things, because the order of priority is such it would be a wasteful utilization of his time to do that particular job. The only orderly way to do this is to come up with functional analyses of what each person is supposed to be doing, you assume your level of priorities, and if something is of a lower level of priority, unless he cam move it up, you can't do that. That is all there is to it.

CHAIRMAN FELDMAN: I want to bring the discussion back to what is necessary to train at the level which we started with, which was the level of the center director. We

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moved away from that, because we had been unable to agree on what the role of the center director should be. We keep moving back and forth between what would be desirable for a center director to do and what center directors have to do, given the different levels of centralization that occur in various communities.

But we are going to be in the position of saying to the communities: "We have a training course for center directors, and it is going to cover very different kinds of communities which have different levels of organization."

My question is: Is it possible to construct a training course for center directors, given the fact they are going to wind up back in very different kinds of contexts, in very different sorts of organizations, and, therefore, doing very different sorts of jobs?

MR. BOWDITCH: First of all, I think we do have some agreement as to what the center director is. The center director is the person who is responsible for everything that happens in the center, whether he or she does it personally or delegates it to others to be done.

Now, the next question is: If we agree on that, how do you construct one training course that will cover the whole range of services and will be operative to millions of children in hundreds of different communities?

The answer is: "I do not think you do, unless the

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course is conducted at a very general level of responsibility."

Now, we talked about training for leadership in management. You can take So-and-So, who has leadership potential because of personal characteristics, a willingness to accept responsibility, a willingness to grow personally and accept more responsibility, and teach that individual certain skills which will assist him in fulfilling what I think is an internal thing.

MR. GEIER: One of the first subjects treated in any business training course is the determination of need. You can train a person in how to do that. Well, not a hundred per cent, but you can give him a pretty good basic course in how he determines need. Maybe this is where we should begin our course. The first subject we deal with is determining the need. This gets into an analysis of the situation, and people can be trained to do this.

You know, we use the term "training" in business. It is a sort of a catch-all thing. It is a training in understanding. For instance, in sales training, we give a salesman an understanding of customer problems, an understanding of the product and how it works, an understanding of general business principles, and whatnot. We call it "training", but actually maybe it is educational.

But this thing that you have just talked about, the determination of need, is extremely important and would be

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one of the things that would be covered in a training program.

MRS. LANSBURGH: Perhaps, what we have been doing is interpreting to people who come from the management field what people in the educational field feel are the needs in that field. Are we far enough along the line now that we can really get down to brass tacks and consider exactly where we go from here with the specifics?

We have defined that we need to train the leadership person who is going to have ultimate responsibility. We are not talking at this moment about training the person who is going to do the management job, to assist the leadership person, or maybe we want to do that in addition.

What is your feeling on this?

MR. GEIER: You want me to take a shot again?

Well, the first thing I think you would do, again, is to define the job. You have got to know what you are training people for.

Then, you take these functions and from them you draw up an outline of a course. You say we have to have training in, let's say, purchasing, recruiting, bookkeeping, supervision. You draw up an outline and say: "How are we going to get this training across?" You go back to your fourth criteria: "What do we have to tell them about the job?" In other words, tell them what to do and show them how to do it. What do we have to do to show them how to do it?

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Some jobs are simple enough; you can tell a person how to do it, and that is all. This is what you have to do.

Others are a little more complicated. You have to show them how to do it.

This is literally a job of demonstration, which you can do in many ways. You can do it alive, on film; you can do it through recordings. There are many, many ways you can do this.

The next job then is to give them tools, and any job can be simplified if you give them tools.

There are recruiting tools, such things as hiring profiles and job descriptions, and so forth. There are little things like worksheets where people can work out individually the program plans of their own and how they can carry them out. Finally, there is the job that probably is the toughest of all, in all training, and that is motivation, getting the people to take responsibility and do it.

This can be done in almost ever phase of the job. We can't train, unfortunately, people to be loving and devoted. But other than that, I think we can do a lot to teach them how to go about it, provided, of course, they have this feeling for it.

(At this point Dr. Reissman sounded a note of realism, saying that very likely with the expansion of centers they could not look forward to universally well-managed centers.

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Rather, they were going to have to get along with directors who will have to be produced fast and from the ranks, and so would lack many skills. However, he said, if they develop the job description for a director, then intensive training can be given to produce reasonably well-formed directors. He suggested simulation training.)

MRS. SADIE GINSBERG: Before we set this up, this training plan, the people who are going to do the training ought really to go right straight through the steps of at least one center where the job is done relatively completely, where you have 60 children and where you need to break it down into what actually is the job to be done.

I do not think you can do this thing that has to do with humans, with the human elements, in thin air as you suggest. I think you have to step through it the way you say.

DR. REISSMAN: But you can simulate it.

Do not do on-the-job training. It is the most limited training, and it has been oversold badly. Do simulation training, and over-training. Vary your model. One kind in New York, another in Pittsburgh, another in Los Angeles. Don't just substitute on-the-job training for the much more significant training, highly intense training and simulation; models where you lay out different pieces, and you overtrain people for them.

In order to do this, you have to get a picture first

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of the work to be done and the different people to do it.

I must say, I have the feeling that so much was being put on this director, that I would rather see three or four people playing these roles, and dividing them up. Maybe you have said that already.

MRS. LANSBURGH: This is not the real world.

MR. REISSMAN: You will not have three or four. Will you have two?

MR. GEIER: We still have someone in each day center who is going to be responsible for all of it, and then he may have an assistant, depending upon the size of the structure. There may be one assistant, three assistants, and in some cases they get outside help. But, what we are basically addressing ourselves to is the training of someone to be responsible for one operation and start there at least.

DR. REISSMAN: I hope these directors are going to be drawn from the ranks of poor people. We can train the non-professionals who have a lot of involvement and motivation. Let's not keep this for the professional; let's teach a large body of paraprofessionals and regular people. Get housewives, secretaries, stenographers, neighborhood people.

CHAIRMAN FELDMAN: For which roles?

DR. REISSMAN: For the director role. It is a ball game. Do not take a bunch of professionals. Where are you going to get them anyway? They are not around, not available.

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We have to stop talking that way. All over the country, we are going to have to stop talking that way. I feel emotional about this. We keep looking for these professionals who have some great skill.

MISS CAUMAN: We are talking about how to get the resources, or else there is no sense in training people if back-up help is not there.

DR. REISSMAN: You have to plan to be able to use resources and to be able to live when you do not have them. You have to make do. That is a very important part for a director, how to make do, and to be willing to take some leadership. You can bring out some qualities but I do not want to get into the semantics of that. They are practically there, ready to be there, if you put them into that role and expect certain behaviors of them.

Let's train a whole new body of people for this role; let's not package in some professionals. I do not know where you can steal them from.

MR. GEIER: It can be done, too. I think the fact it can be done is proved when you talk about franchise. This is what is done in a franchise. They take a man who has been a truck driver all of his life and retires at the age of 55 and has $20,000, and one who says "I do not want to quit yet." They set him up and he becomes a restaurant owner and, believe me, it is pretty darned complicated to run a restaurant, but

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with a good training program they can train him to be a restaurant man. Some of these men turn out to be pretty good.

I know you are going to say that you do not want to do that with a day-care center leader. Yet, I think you can.

CHAIRMAN FELDMAN: We have talked about three very different kinds of people. We have talked about drawing the center director from the ranks of teaching professionals. We have talked about drawing the center directors from the ranks of other kinds of activities, but, essentially, people who had completed careers in another area or have gone through experiences of a certain level of responsibility in other areas.

Dr. Reissman has introduced the concept of drawing center directors from the ranks of people. I presume that you meant people with a minimum of formal education?

DR. REISSMAN: Right. I mean, from the mass of people. They do not have to be indigenous. I am not making that kind of a plea, but do not get them from teachers. Let the teachers become good teachers. Do not make them directors.

MR. GEIER: The first thing we should design is a training program for the current day-care director. From what I understand you to say, they are not prepared to do the job they are already doing.

Let's handle them first. Then, this same sort of training program, or variation of it, or something, can be used as other people come along. But, at least, this is how

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I understood it.

(The question was raised about the director's responsibility in leading the teachers as distinct from managing the physical center. Miss Hosley pointed out that a large part of the director's responsibility lay in leading teachers -- who also have to be trained in large numbers, another problem. Dr. Reissman suggested that a way of evaluating a variety of training resources for the training of teachers be developed, and that then these resources be utilized. Even though this is not a perfect solution, he felt it could be done on an organized, managed basis.)

MR. SAUER: I want to go back to this morning, when we talked about long and short range problems. We have a long range problem which I think is going to be solved by hiring the kind of people that Dr. Reissman is talking about, not from the ranks of professionals. The short range problem we have is something a little bit different. It is people who have come up from the ranks, who have a superstructure to draw upon for support, but who do not understand or have never been trained to use the superstructure.

There is a bookkeeping superstructure, purchasing superstructure in this city and other cities, but the problem is that directors do not call upon it; they do not use it. The kind of training that has to be given to our directors is to use the resources that are available, and to start getting

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those resources functioning. This is exactly the same kind of training that will have to be given to the new kind of administrator.

DR. REISSMAN: Neither the teachers nor the paraprofessionals have any heavy input of current skills in management. I do not mean the highest levels but just simple everyday make-do management -- If you can get across to that person they are going to have to make do, train people to do that -- and we are doing that -- it can be done with both teachers who do not have any skill in this area and the paraprofessional who also does not have any skill in this area.

MRS. GROSSETT: I think we have to say that one of the reasons we have relied on is this early childhood professional to become the director of the center is because we did not have the training programs and consultant help of the kind that you could purchase and put into your center in order to insure educational input. Consequently, we had to rely on having an in-house specialist who could direct that kind of activity, and who could train whatever kind of staff personnel you had to work with.

CHAIRMAN FELDMAN: Let's focus, if we can, for an hour on where we go from here. Let's assume for the moment that we have collectively the resources and the authority to make happen whatever we would like to make happen.

Having defined the problem or a series of problems,

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where do we go to begin to develop -- what do we do, what are the next operations that we undertake to begin to develop a pilot or series of pilots, that address themselves to the needs or some of the needs that we have delineated in the course of the day.

(In response to this question, Dr. Klopf led off with some recommendations. First, the idea of setting up task forces -- that is, of bringing together in small groups people to extract from the discussion of the conference a new series of alternatives, out of which ultimately would come proposals for training or for the development of specific kinds of training. It was noted that this would be experimental and flexible, in order to avoid the inflexibility of any kind of master plan being set up which would be set up for the next decade.

Also, it was suggested that an experimental training program be set up in a fairly large center, trying out different things and having the trainees help to define and evaluate the programs. Mrs. Gilkerson added the idea of setting up regional training centers, in order to take into account the differences of various parts of the nation, each one allowing for local or regional differences. Also, she felt that it would be useful to get a group of people who have been directors or are about to become directors to talk over the office of director, and try to develop some of the criteria for what they consider important in their training, what they felt they

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needed, what the differences were in their training, and out of this assembling the data for a training program.

In reply to this, Dr. Birch pointed out the distinction between training people to cope better within the present structure and training them to stretch their ability to think creatively about new ways of structuring things, and that some thought should be given to the importance of the latter. It was acknowledged that there is a need to think ahead, to think about the growth of the present unit people so that they can function on a broader level in the future. Unless the present personnel change and develop, they may find themselves obsolete. Therefore, in addition to training future directors and teachers, there is a need to think in terms of the most effective use of present skilled people.

Mr. Bowditch offered, on behalf of SARI, to award a scholarship to a highly promising unit administrator (preferably one who lacked administrative training) to attend the session being held in Andover on April 20 and to assist in evaluating that program.

Another possibility that was offered was looking into the 4-C program, Community Coordinated Child Care, a new federal interagency initiative to stimulate the development of mechanisms at the community level capable of planning and coordinating the full range of early childhood services on a community level.

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Dr. Birch noted that the work of Mal Woolfolk in the training of black businessmen might offer some help and enlightenment for the training of day-care directors. He then described the program at some length. Dr. Birch also spoke about the training being given at Andover Institute.

Mr. Ross noted that there is a problem of administrative management leadership training for many groups, and he suggested that it might be helpful to get together with representatives from Family Service, Child Welfare League, American Public Welfare Association, the Department of Labor, NIMH, etc. to discuss the problem.

Several representatives from the field of management then gave some enlightening accounts of the kind of training they offer.

Finally, Mr. Geier suggested a pragmatic approach: select five to ten day-care centers in the country and send a training observer out to them to see what is going on in them. Having learned how a good day-care center is run, he makes a report, from which definite conclusions can be drawn on the way centers should be operated. From these conclusions, in turn, recommendations are drawn for the training of people working in the centers.

In this way, the observer would be learning about various day-care centers, defining the jobs, defining the problems, getting the best answers as they are now being used

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throughout the country to the problems, and then outlining the program of training in the light of the above information.

CHAIRMAN FELDMAN: I am not going to make any effort to summarize anything. You were invited here to give us your best thinking on a series of very complex problems. You have responded magnificently.

I want once again to thank the Gould Foundation for making this gathering possible and I want to thank John Mulholland and Jean Berman for the yeoman work they did in putting it together as well as thanking all of you.

We will be in touch with you, all of you at one point or another. We hope to get your further thinking on these problems.

(Whereupon, at 5:10 p.m., the conference adjourned.)

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